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THE ROLE OF THE DIRECTOR IN IMPROVING THE SYSTEM OF MOTIVATING TEACHERS' ACTIVITIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract

This article examines the role of the director in improving the system of motivation and stimulation of teachers' professional activities in preschool educational organizations. The study analyzes the relationship between teachers' professional activity, the quality of the educational process and the effectiveness of managerial practices. It is argued that an effective motivation system should combine material and non-material incentives, professional development, recognition of achievements, support for initiative and the creation of a positive psychological environment.

Particular attention is paid to the diagnostic, organizational, evaluative, communicative and strategic functions of the director. An improved model of teacher motivation is proposed based on fairness, transparency, objectivity, individual approach, continuous feedback and result-oriented management.

Keywords: preschool education, teacher, director, motivation, incentives, management, professional development, assessment, effectiveness, pedagogical team, leadership.

INTRODUCTION. Transformational processes occurring in the world's education system are placing new demands on preschool education as well. Today, the main task of a preschool educational organization is not limited to preparing children for school education, but consists of comprehensively developing their physical, intellectual, socio-emotional and creative abilities. Effectively solving such complex tasks requires, first of all, the effective organization of the activities of pedagogical personnel with high professional competence.

In ensuring the effective activity of pedagogical personnel, along with their knowledge and skills, their attitude toward work, internal motivation, professional needs and recognition of their labor are of great importance. For this reason, motivating teachers emerges as one of the important directions in managing an educational institution.

In Uzbekistan, large-scale reforms are being implemented aimed at developing the preschool education sector, improving the quality of education, and strengthening the professional potential of pedagogical personnel. The mechanisms for evaluating and motivating the activities of pedagogical personnel in preschool educational organizations are also being improved. The current normative approaches provide for an objective assessment of teachers' level of knowledge, pedagogical skill and effectiveness of activity, as well as issues of motivating them.

In this process, the director of a preschool educational organization occupies a special place. This is because the director determines the organization's strategic goals, manages the pedagogical team, organizes the working conditions of staff, creates opportunities for their professional development, and coordinates the processes of evaluating and motivating teachers' activities.

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From this point of view, it is important to view the director's activity not merely as limited to performing administrative tasks, but as that of a pedagogical leader, a motivation manager, and a coordinator of professional development.

PURPOSE OF THE RESEARCH. The main purpose of the research is to scientifically and theoretically substantiate the managerial role of the director in improving the system of motivating teachers' activities in preschool educational organizations, and to develop effective organizational-pedagogical mechanisms.

Based on this purpose, the following tasks were defined:

- to analyze the theoretical foundations of motivating teachers' activities;
- to determine the place of motivational management in the activity of the director of a preschool educational organization;
- to analyze the material and non-material forms of motivating teachers;
- to establish criteria for evaluating pedagogical activity;
- to substantiate the director's role in the professional development of teachers;
- to identify existing problems in the motivation system;
- to develop an improved model for motivating teachers;
- to develop practical recommendations for directors.

RESEARCH METHODOLOGY. The research used a systemic approach, a competency-based approach, a person-centered approach, a motivational approach and a results-oriented management approach.

The following were used as research methods:

- analysis of scientific literature;
- study of normative-legal documents;
- comparative analysis;
- pedagogical observation;
- conversation and interviews;
- expert evaluation;
- analysis of the results of pedagogical activity;
- modeling;
- generalization methods.

The methodological basis of the research is formed by the concepts of pedagogical motivation, education management, leadership, human resource management and professional development.

ANALYSIS AND RESULTS. Motivation is interpreted as a management tool that encourages a person to achieve a specific goal, to show activity, and to improve the results of their activity.

In pedagogical activity, the concept of motivation takes on an even broader meaning. This is because a teacher's work result is determined not only by the number of tasks performed, but also by positive changes in children's development, the educational environment, cooperation with parents, innovative approaches, and the teacher's professional growth.

For this reason, the motivation system in a preschool educational organization should cover the following components:

Material incentive → Moral incentive → Professional development → Social recognition → Creative freedom → Job satisfaction.

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These components are interrelated; the effectiveness of one strengthens the other.

For example, giving a teacher a monetary bonus may motivate them in the short term. However, if the teacher's work is recognized in front of the team, their participation in a professional seminar is supported, and they are given the opportunity to implement a new project, this strengthens their long-term professional motivation.

A modern director is not merely a person who carries out administrative management. They are a leader who ensures the development of the team's intellectual and social capital.

The director's role in motivating teachers can be divided into five main functions.

1. Diagnostic function. The director identifies teachers' professional needs, interests, strengths and weaknesses.

2. Organizational function. Creates the necessary conditions for teachers to work effectively.

3. Motivational function. Encourages staff toward professional activity, creativity and initiative.

4. Evaluative function. Objectively evaluates teachers' activity based on established criteria.

5. Developmental function. Establishes education, seminars, training, mentorship and other mechanisms for teachers' professional growth.

Only when the director carries out these functions in harmony does the motivation system produce sustainable results.

An effective motivation system should be based on the following principles.

Principle of fairness

Equal and transparent evaluation criteria must be established for all teachers.

Principle of transparency

The teacher must clearly know what they are being motivated for.

Principle of effectiveness (results-orientation)

Motivation should be linked to a specific result.

Principle of individual approach

It is taken into account that each teacher's motivational needs are different.

Principle of continuity

Motivation should be carried out regularly, not only at the end of the year.

Principle of developmental character

Motivation should not only reward the teacher, but also direct them toward even higher results.

Motivating teachers can be conditionally divided into two main groups.

Type of incentive	Forms	Expected result
Material	Bonus, allowance and other incentive measures provided for in legislation	Increasing labor efficiency
Moral	Letter of appreciation, certificate of honor, recognition in front of the team	Strengthening social motivation
Professional	Seminar, professional development, conference	Increasing professional competence
Creative	Projects, innovative initiatives	Developing creativity
Social	Trust of leadership, responsible tasks	Increasing sense of belonging to the organization

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Developmental	Mentorship, coaching, tutoring	Continuous professional growth
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Forms of material incentive should be applied within the framework of current labor and education legislation. At the same time, the director can widely use opportunities for moral and professional motivation.

For motivation to be fair, its criteria must be clearly established.

Below is a recommended evaluation system for a preschool educational organization.

№	Direction	Maximum score
1	Quality of the educational process	20
2	Results of children's development	15
3	Innovative pedagogical activity	15
4	Methodical activity	10
5	Cooperation with parents	10
6	Professional development	10
7	Activity within the team	5
8	Creativity and initiative	10
9	Discipline and responsibility	5
Total		100

These criteria are of a recommendatory nature and can be adapted to the organization's internal goals and current normative requirements.

Rating results can be interpreted as follows:

- 86–100 points — high result;
- 71–85 points — good result;
- 56–70 points — satisfactory result;
- below 55 points — requires developmental measures.

Here, the purpose of the rating should not be to punish teachers, but to identify their points of professional growth.

One of the most effective ways to motivate a teacher is to invest in their professional growth.

The director must support the teacher's participation in:

- professional development courses;
- scientific-practical conferences;
- seminars and trainings;
- methodical associations;
- open lessons;
- innovative projects;
- competitions;
- experience-sharing events.

The importance of the "mentor–apprentice" system is especially high when working with young teachers.

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An experienced teacher providing methodical, psychological and practical assistance to a young specialist serves not only the apprentice's professional development, but also allows the mentor to re-analyze their own experience.

Teachers' motivation is directly related to the psychological climate in the team.

If the organization has:

- mutual respect;
- trust;
- fairness;
- open communication;
- mutual assistance;
- professional cooperation,

teachers will have a positive attitude toward their work.

On the contrary, constant criticism, subjective evaluation, unfair treatment among staff, and limitation of opportunities to express opinions can lead to a decrease in motivation.

For this reason, it is advisable for the director to organize an "open dialogue" format with teachers every month or every quarter.

In it, the following can be discussed:

- results achieved;
- existing problems;
- teachers' proposals;
- professional needs;
- tasks for the next period.

Based on the research, the following model for motivating teachers in preschool educational organizations is proposed:

1. Diagnostics
2. Identifying individual needs
3. Establishing clear goals and criteria
4. Monitoring pedagogical activity
5. Objective evaluation
6. Material and moral motivation
7. Feedback
8. Professional development plan
9. Re-evaluation
10. Continuous improvement

The main advantage of this model is that motivation is viewed not as a one-time event, but as a continuous management cycle.

Implementing the motivation system in an organization can be carried out in five stages.

The first stage — preparation. The director studies the current situation in the team, determines teachers' opinions, and identifies the main problems.

The second stage — developing criteria. Criteria for evaluating the results of activity are developed together with the pedagogical team.

The third stage — monitoring. Teachers' activity is regularly observed and results are recorded.

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The fourth stage — motivation. Appropriate incentive measures are determined based on the results.

The fifth stage — analysis. The leader analyzes how the motivation system has affected teachers' activity and improves the system for the next period.

The effectiveness of the motivation system can be evaluated through the following indicators:

Indicator	Content of evaluation
Pedagogical activity	Participation in initiatives and events
Innovative activity	Introduction of new methods
Methodical activity	Preparation of methodical materials
Professional growth	Increasing qualifications and competencies
Team cooperation	Cooperation with colleagues
Contact with parents	Quality of cooperation
Children's results	Dynamics of development
Job satisfaction	Teacher's attitude toward their own activity
Sense of belonging to the organization	Loyalty to the organization's goals
Staff stability	Level of staff turnover

At the same time, anonymous surveys can be used to determine teachers' level of satisfaction with their own activity.

In practice, a number of problems may arise in the process of motivating teachers.

First, the lack of clearly defined motivation criteria can form teachers' perception of subjective evaluation.

Second, in some cases motivation may be understood only in material form. This leads to insufficient consideration of the teacher's moral and professional needs.

Third, teachers' individual motivational characteristics may not be sufficiently studied.

Fourth, the connection between motivation and professional development may not be sufficiently ensured.

Fifth, if the leader does not maintain regular feedback with the teacher, the teacher may not clearly know which aspects of themselves they need to develop.

To eliminate these problems, it is advisable to implement the following measures:

1. Standardizing motivation criteria. The same basic criteria should be established for every teacher, while retaining the possibility of taking individual results into account.

2. Using electronic monitoring. Recording the results of a teacher's methodical, innovative and professional activity electronically increases transparency.

3. Strengthening moral motivation. It is necessary to systematically organize the recognition of teachers in front of the team.

4. Linking professional development with motivation. Opportunities for teachers who show high results to participate in seminars and conferences can be expanded.

5. Introducing an individual motivation map. An individual map reflecting each teacher's professional interests, needs and development goals is created.

A modern director should possess the following competencies:

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Strategic competence. Determining the organization's long-term goals and developing a strategy to achieve them.

Communicative competence. Communicating with teachers openly, effectively and constructively.

Motivational competence. Identifying and using staff's internal and external motivation factors.

Evaluation competence. Objectively and fairly evaluating teachers' activity.

Conflict-management competence. Constructively resolving conflicts that may arise in the team.

Developmental competence. Organizing and supporting teachers' professional growth.

It is advisable to introduce the following "Pedagogical Activity Rating" system in preschool educational organizations.

At the end of each quarter, the teacher's:

- quality of education and upbringing;
- methodical activity;
- innovative activity;
- professional development;
- cooperation with parents;
- activity within the team;
- creative initiatives are evaluated.

Based on the results, teachers can be given three levels:

Level I — "High professional activity"

Level II — "Stable professional activity"

Level III — "Developmental stage"

Here, the purpose of assigning levels should not be to pit teachers against one another, but to track their individual professional growth dynamics.

Based on the research results, the following recommendations are given to directors of preschool educational organizations:

1. Develop an internal system for motivating teachers in the organization.
2. Discuss motivation criteria with the pedagogical team.
3. Study teachers' motivational needs.
4. Establish professional development goals for each teacher.
5. Organize nominations such as "Most Active Teacher of the Month."
6. Support innovative ideas.
7. Develop the mentor–apprentice system.
8. Motivate teachers' scientific-methodical activity.
9. Organize open lessons and master classes.
10. Popularize advanced pedagogical experience.
11. Conduct regular individual conversations with teachers.
12. Analyze the results of motivation.
13. Create a psychologically safe environment in the team.
14. Take teachers' proposals into account in management decisions.
15. Link motivation to the organization's strategic goals.

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CONCLUSION. Improving the system of motivating teachers' activities in a preschool educational organization is one of the important conditions for increasing the quality of education, developing teachers' professional potential, and ensuring the organization's managerial effectiveness.

The research results show that influencing teachers' work motivation through material incentives alone is not sufficient. To form an effective motivational environment, material incentives, moral recognition, professional development, creative freedom, leadership support, and a positive psychological climate in the team need to be harmonized with one another.

As the main organizer of this process, the director of a preschool educational organization must identify teachers' professional needs, develop objective evaluation criteria, apply motivation mechanisms, and regularly analyze the results.

The model proposed in the research is based on viewing the motivation of teachers as a continuous management process. In it, the stages of diagnostics, goal-setting, monitoring, evaluation, motivation, feedback and professional development are interconnected.

Based on this approach, the director's managerial activity serves to transition from the "controlling leader" model to the "developing and supporting leader" model.

It is also advisable that, in evaluating teachers' activity, along with effectiveness, the teacher's individual development dynamics should be taken into account. Because for one teacher a high result may be manifested in creating an innovative project, while for another teacher it may be manifested in improving methods of working with children, improving cooperation with parents, or increasing professional qualifications.

From this point of view, the main formula of an effective motivation system in preschool educational organizations can be expressed as follows:

Fair criteria → objective evaluation → deserved incentive → professional development → high motivation → quality of education → organizational effectiveness.

Thus, the director's role in the motivation system is much broader than the function of a leader merely making administrative decisions; they emerge as a leader who develops teachers' professional potential, supports them, provides motivation, and manages positive changes in the organization.

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